

SCHOOL/DISTRICT SELF-ASSESSMENT TOOL

New Jersey Supervisors of World Languages Regional Model Programs 2004-2006

SECTION I

Name of District: _____ County: _____

Address: _____

Telephone: _____ FAX: _____

District Contact/ Person responsible for completing application: _____

E-mail: _____

District Configuration (i.e., K-4; 5-8; K-8; K-12): _____

Chief School Administrator: _____

Signature: _____

SECTION II

PLEASE PROVIDE THE FOLLOWING INFORMATION:

A. Time and Frequency of World Language Instruction

1. Contact minutes per class period

2. Number of class periods per week

K _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

K _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

Yes___ No___

3. Middle and or High School utilizes a non-traditional scheduling model (i.e., Block, A/B Day Schedule, etc.)

B. Staffing Model

4. Percentage of world languages teachers holding standard New Jersey certification: _____

5(a) Percentage of native-speaking elementary classroom teachers instructing world languages 50% or less of their instructional time: _____

5(b) Percentage of elementary teachers with a language minor or less instructing world languages 50% or less of their instructional time: _____

6. Teacher/student ratio: Elementary _____ Middle _____ High School _____

SECTION III

PLEASE COMPLETE ALL ITEMS AND PROVIDE COMMENTS WHERE SPECIFIED. A SEPARATE SHEET OF PAPER MAY BE USED. USE THE FOLLOWING SCALE:

3- Meets Criteria 2- Partially Meets Criteria 1- Does Not Yet Meet Criteria

N/A- Not applicable

C. Curriculum

3	2	1	N/A	7. Contains a mission statement and specific goals for the world languages program
3	2	1	N/A	8. Is a written document closely aligned with the New Jersey and/or the National Standards (Please Attach)
3	2	1	N/A	9. Contains strong integration of Culture (NJ Standard 7.2) with emphasis on cultural products, practices <u>and</u> perspectives
3	2	1	N/A	10. Contains thematic connections to grade level curricula
3	2	1	N/A	11. Was developed in collaboration with other curricular areas and has a cross-content focus
3	2	1	N/A	12. Provides for multiple entry points (Specify)
3	2	1	N/A	13. Allows for a variety of language offerings (Specify)
3	2	1	N/A	14. Is articulated both vertically and horizontally
3	2	1	N/A	15. Reflects both current research and best practice

D. Instructional Practices

3	2	1	N/A	16. Teachers use the target language consistently for instruction in all classes and grade levels with <u>minimal</u> use of the English language.
3	2	12	N/A	17. Culture is integrated into all language learning activities.
3	2	1	N/A	18. Learning occurs in meaningful, communicative contexts relevant to students.
3	2	1	N/A	19. Comprehension is emphasized rather than speaking at beginning stages of the program, mirroring the process of first-language acquisition.
3	2	1	N/A	20. Inclusionary practices are evident in the classroom. (Specify)
3	2	1	N/A	21. The needs of heritage language speakers are adequately addressed. (Specify)
3	2	1	N/A	22. Instructional adaptations are made to meet the diverse needs of students, addressing varying multiple intelligences and learning styles. (Specify)

3	2	1	N/A	23. Classroom activities incorporate opportunities for movement and physical activity (i.e., TPR, paired and group activities, cooperative learning, etc.).
3	2	1	NA	24. Technology is integrated into instruction. (Specify)
3	2	1	N/A	25. A variety of print and non-print materials including authentic target language sources are incorporated into instruction.
3	2	1	N/A	26. There is more student activity than teacher activity during instruction; students and teachers are not text-driven.
3	2	1	N/A	27. Students are guided to use all levels of thinking skills, e.g., they repeat, recognize and recall as well as apply, create and predict.
3	2	1	N/A	28. Innovative instructional practices are evident in the world languages program. (Specify)
3	2	1	N/A	29. Travel opportunities or exchange programs are available to students. (Specify)
3	2	1	N/A	30. A variety of extra-curricular world languages activities are offered. (Specify)

E. Assessment Practices

3	2	1	N/A	31. Assessment practices <u>mirror</u> instructional practices and are an ongoing part of the learning process.
3	2	1	N/A	32. Performance-based assessment occupies a <u>major place</u> in the assessment plan and involves tasks that are real-life, meaningful and worthwhile.
3	2	1	N/A	33. Pencil-and-paper tests are used <u>infrequently</u> , and only to measure what students know <u>about</u> language, e.g., discrete points, facts.
3	2	1	N/A	34. Rubrics are used to measure student performance when using performance-based tasks.
3	2	1	N/A	35. Students are involved in the assessment of their own progress and that of their peers.
3	2	1	N/A	36. The elementary program has a mechanism for reporting student progress. (Specify)
3	2	21	N/A	37. A district program evaluation has been developed to assist with the articulation process, and to identify strengths as well as areas for program improvement. (Please Attach)

F. Parent/community Involvement

3	2	1	N/A	38. There is ongoing communication with parents. (Specify)
3	2	1	N/A	39. Parent/community publications are sent out on a regular basis. (Please Attach)
3	2	1	N/A	40. Native-speaking parents/members of the community are involved in the world language program. (Specify)
3	2	1	N/A	41. Consistent efforts are made to “showcase” the world languages program. (Specify)

G. Resources/Support

3	2	1	N/A	42. The district board of education has made a financial commitment to the establishment and maintenance of a quality world languages program.
3	2	1	N/A	43. School administrators demonstrate consistent support for the program in the areas of advocacy, planning, staffing, staff development and multicultural issues.

H. Professional Development

3	2	1	N/A	44. Opportunities are provided for in-district and out-of-district professional growth.
3	2	1	N/A	45. Opportunities are provided for in-district peer observations and for out-of-district visitations.
3	2	1	N/A	46. All teachers are members of world languages professional organizations.
3	2	1	N/A	47. Some teachers are involved in world languages leadership positions on the local, state or national level.
3	2	1	N/A	48. There is evidence of a district-wide plan for professional development of world languages teachers. (Specify)

SECTION IV

- D. Describe the vision for your district’s world languages program. Identify current features of the program that need improvement and strengths of the program that might be built upon. What could your district program look like in the next decade? (Please Attach)**

September 8, 2001

TO: District Supervisors of World Languages
District Curriculum Coordinators

FROM: Janis Jensen, World Languages Coordinator
Office of Standards and Professional Development

SUBJECT: New Jersey Supervisors of World Languages Regional Model Programs Initiative

In order to identify schools that have programs in which exemplary practices in standards-driven world language instruction and assessment are taking place, New Jersey Supervisors of World Languages with assistance from the Department of Education, have developed criteria for the designation of regional model world languages programs.

Schools that are designated as model program sites will serve as regional resource centers for other districts in their geographical area. These centers will enable educators to witness firsthand exemplary practices in world language instruction and assessment through visitations of district personnel or through the use of technological resources. Administrators and teachers will also be able to dialog about issues of mutual concern and discuss the potential for future collaboration on world language implementation, articulation or professional development projects.

Schools wishing to apply to be designated as regional model program centers, should complete the enclosed application by **October 15, 2001**. Written applications will be reviewed by a committee of supervisors to determine finalists for each region. School programs that have been selected as finalists will receive an on-site visitation by the model programs committee. Recognition and awards will be given in January 2002 at a special ceremony.

Please note that an application may be made for an entire world language program or for the elementary, middle or high school strand(s) of the program. For example, a K-12 district may wish to apply for model program status for its elementary (FLES) program only, or, perhaps, for both the elementary and middle school programs.

For schools and school districts that may not be able to apply for model program status at this time, we strongly encourage the use of the enclosed application as a **self-assessment measure**. The application may also be found on the Department of Education web site at: www.state.nj.us/njded/worldlanguages.

Please mail the enclosed application by **October 15, 2001** to:

Janis Jensen, World Languages Coordinator
Office of Standards and Assessment
New Jersey State Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500

Should you have questions about any aspect of the model programs initiative, please contact Janis Jensen at (609) 777-4658 or at jjensen@doe.state.nj.us/education.

Attachments

c: Jay Doolan
Maria Nuccetelli
Robert Riehs
Karen Harcar Morris
Jo Ann Bartoletti
David Nash

